EIGHTEENTH BIENNIAL REPORT

OF THE

BOARD OF CONTROL

OF THE

MICHIGAN SCHOOL FOR THE BLIND

FROM

JULY 1, 1914, TO JUNE 30, 1916.

BY AUTHORITY

HV1796
M55

LANSING, MICHIGAN
WYNKOOP HALLENBECK CRAWFORD CO., STATE PRINTERS
1917

EIGHTEENTH BIENNIAL REPORT

Gift of
A. M. Shotwell

OF THE

BOARD OF CONTROL

OF THE

MICHIGAN SCHOOL FOR THE BLIND

FROM

JULY 1, 1914, TO JUNE 30, 1916.

BY AUTHORITY

LANSING, MICHIGAN
WYNKOOP HALLENBECK CRAWFORD CO., STATE PRINTERS
1917

HV1796
M55

SCHOOL BUILDING
MICHIGAN SCHOOL FOR BLIND

BOARD OF CONTROL.

HON. PHIL. EICHHORN, President.....Port Huron
HON. HARRY V. HUSTON, Vice-President and Sec'y.....Ludington
HON. JOHN HOLBROOK, Treasurer.....Lansing
HON. FRED L. KEELER, Supt. of Public Instruction.

REGULAR MEETING.

Last Tuesday of each month.

ORDER OF BUSINESS.

1. Reading minutes of previous meeting.
2. Reading and reference of petitions and communications.
3. Reports and suggestions from the Superintendent.
4. Executive session.
5. Reports of standing committees.
6. Reports of special committees.
7. Auditing claims.
8. Unfinished and miscellaneous business.
9. Adjournment.

CATALOGUE.

OFFICERS, TEACHERS AND STUDENTS AT THE MICHIGAN SCHOOL FOR THE BLIND FOR THE YEAR 1915-1916.

INCLUDING THE COURSE OF STUDY AND OTHER GENERAL INFORMATION CONCERNING THE SCHOOL.

SIXTY-SECOND YEAR.

LANSING, MICHIGAN.

FACULTY AND OTHER OFFICERS.

Clarence E. Holmes, B. S., Superintendent.
L. Dorr Wilde, Principal—Science and Mathematics.
Aaron C. Blakeslee—Tuning
Florence Birdsall—Violin Department.
Raymond R. Warren—Manual Training and Physical Training.
Grace A. Brown—Director of Music Department.
Eloise Hall—Piano.
Grace A. Gauthier—Voice and Chorus.
Mabel Cattelle—German and History.
Mabel B. Wood—Latin and English.
Ida T. Clancy—Commercial and Arithmetic.
Hettie M. Taylor—Domestic Science and Geography.
Hazel D. Stratton—History, Arithmetic and Grammar.
Ruth Loomis—Fifth, Sixth, and Seventh Grades.
Nora L. Beebe—First, Second, and Third Grades.
Eva S. Andrews—Kindergarten and Industrial Training.
Maude Chase—Ungraded Work, Reading and Arithmetic.
Dennis Bergin—Broom Making.
Jennie E. Spinning—Girls' Matron, Sewing.
Myrtle Sprague—Assistant to Girls' Matron.
Caroline McKenney—Boys' Matron. Hammock.
Grace Gardner—Assistant to Boys' Matron.
Lucy A. Cook—House Matron.
Anna E. Potter—Bookkeeper and Clerk.
Helen M. Daveny—Steward and Visitors' Attendant.
Mary Kelleher—Nurse.
Dr. H. L. Wilson—Physician.
Dr. Seth H. Jones—Oculist and Aurist.
Dr. Cora P. Ganung—Consulting Physician.
Frank L. Goodrich—Stereotyper.

REPORT OF THE BOARD OF CONTROL.

Hon. Woodbridge N. Ferris, Governor:

The Board of Control of the Michigan School for the Blind submits the eighteenth biennial report of the school, its work and its needs, this being the twelfth report of the Board as organized under Act number 123 of the Public Acts of 1893.

The enrollment of the school reached the maximum of one hundred seventy-three students, which taxed the capacity of the school to its utmost, a fact which fully justified the compulsory attendance law for blind boys and girls and asking for increased fire proof accommodations. We feel very safe in planning for at least two hundred fifty.

Your earnest cooperation which was the chief factor by means of which we have been able to replace an old unsuited fire-trap with a plain, substantial and safe building, will always be held in grateful remembrance by all those connected with this school, and so long as it shall stand, the building will be a testimonial to your great hearted sympathy for these boys and girls.

We believe that the work of the school is up to the standard of any school of its kind and in many respects it is in advance. The health of the students is carefully looked after. Physical training is becoming more and more a fixed part of the regular curriculum. A closer supervision, outside of school hours is being steadily persevered in, so that legitimate work and legitimate play can be made to occupy their time.

The Board of Corrections and Charities fully agreed with us as to our needs and will assist us in the recommendation of our budget.

The reports of the superintendent and the principal and of the various departments together with the course of study give information as to the nature and extent of the work.

We again desire to express our sincerest thanks to you for your great interest in this work, and we extend an invitation to you and all other officials and also the general public to visit and inspect the work of the school.

Respectfully submitted,

PAUL EICHHORN,

JOHN HOLBROOK,

Board of Control.

REPORT OF THE SUPERINTENDENT.

To the Board of Control:

I respectfully submit my report together with the reports of various other officers and employes of the school for the year ending June 30, 1916.

The year has been an extremely busy one and the carrying on of the work has been attended with difficulty and has presented many perplexing problems.

It has been, and shall continue to be, under the present management, the constant aim of the school to continue the instruction in industrial work as nearly as possible to the extent that a graduate would find himself equipped to support himself and with this constantly in mind we have endeavored to maintain the standard with the work already installed and are searching the field for new avocations which may be adapted to the possibilities and capabilities of the blind student.

The razing of the old central building and the consequent removal of whatever work was performed there, coupled with the fact that the tearing down of the north wing dormitory, thus necessitating the use of the shop building for dormitory purposes, has scattered the trades taught into various nooks and corners, and has seriously hampered the work.

The hope long deferred but finally realized of a new fireproof building has been a great stimulant, as well as a great relief. We all have lived for years in constant fear of fire, and of all state schools this would be the one in which fire would be expected to produce the most appalling results.

If the next legislature shall see fit to grant an appropriation sufficient to rebuild the south wing which is the only remaining part, the danger will be entirely removed.

The Board of Corrections and Charities met with us and went carefully into our needs and conditions, as I feel they always have, with the exception of one item, they were fully in accord with our recommendations. That one item was the current expense item which was thought to be too low. After a careful consideration at a subsequent meeting of the board of control that item was raised.

I believe the items in the budget to be fully justified in every way.

I commend the work of the school to you. The good accomplished by it in its multitude of ways is not to be measured by dollars and cents, and as has been done before you are earnestly invited to become thoroughly familiar with every department, its plan and its work.

REPORT OF THE PRINCIPAL.

During the past two years, the work of the school has progressed in a manner very satisfactory to both teachers and pupils. The attendance has been as large as possible under present conditions. We have at present an enrollment of 151 pupils, 14 of this number having entered as new students since September 1916. We graduated June last, five students, all of whom, with the exception of one, who is at present taking post-graduate work, are supporting themselves, in spite of their great handicap.

As to the literary work of the school, little need be said. With but few changes the course of study remains as before. Renewed effort by the teachers has been exercised in the matter of reading. We are of the opinion that, in the educating of the blind, reading is of the utmost importance. Seeing children have the opportunity of acquiring by observation what our pupils cannot. Additional reading classes have been organized, principally for the grade pupils. We have also found that the spelling of our pupils is somewhat below the average standard, and in order to remedy this ill, spelling classes have also been organized. These are made up of, not only the younger pupils, but the upper grade students as well. From time to time spelling contests have been held, thereby creating a spirit of competition that has shown distinguishable results in the progress that pupils have made in the matter of every day spelling. Additional classes in physiology have also been added to the grade course of study. In spite of the difficulties that we have been forced to work under during the re-modelling of some of our buildings, as a whole we are well pleased with the work of this department. We are fortunate in having a well trained and efficient corps of teachers, who have gone into their labor conscientiously, evading the monotony that always creeps into all school work, by the added interest and zeal they have put into their work The faculty has, by working together as a unit, made possible the manner in which the school has run so smoothly during the past year

By the united effort of those concerned in the welfare of the children, the school work has not been hampered to any great extent by epidemics or communicable diseases. Although surrounded by these on nearly every side, we have been fortunate in that our pupils have luckily escaped any serious sicknesses. The children are watched very closely for any evident signs of illness, and should any be found the child is immediately placed under the care of a school nurse, until able to enter school again.

Cognizant of the fact that "All work and no play makes Jack a dull boy," more than ordinary attention has been given toward the playground activities of the children. During the past year we have made a great effort to have play recognized as an essential part of the curriculum, and to this end have been endeavoring to cultivate rather than merely permit it. We firmly adhere to the common belief that play should be under the direct supervision of the teachers and should not be allowed to grow up as a wild weed entirely out of the garden of childhood. We are deter-

mined to do our small part in elevating play to the place it should occupy in the great educational plan, believing that through play, which is one of the important aspects of life, we not only learn to serve, but to enjoy our Maker forever. Every day finds our teachers on the playgrounds or in the playroom taking an active and interested part in the pupil's play. On the whole, the pupils have responded heartily and we find through daily contact with the pupils that outdoor exercises has shown itself markedly in improved condition as well as stimulating greatly in aiding the child in applying himself to his work.

Much interest is at the present time being manifested in the matter of public speaking. Last year the first of a series of declamatory contests was held in the school chapel. Early in the spring a preliminary contest was held, some three dozen students participating. From this number six were chosen to appear in a final contest held later in the school year. Competent judges awarded prizes to the winners of this contest. Owing to the deep interest shown by the school in general, it was decided to make this contest an annual affair. Such a contest is bound to bring forth many beneficial results. It will serve to bring the students in somewhat closer contact with choice bits of literature, standard declamations, etc., besides aiding them greatly in becoming accustomed to appearing before an audience.

A literary society carried on solely by the pupils meets every Friday night. The meeting ars devoted to debates, discussions on current topics and events, parliamentary drill, recitations, musical numbers, etc.

Christian Endeavor Society meets Sunday evening at 6:30. This society maintains very friendly relations with outside organizations of similar nature.

The meetings are often conducted by some pastor from one of the city churches.

Conditions at this writing appear very favorable toward a successful year.

PUPILS IN ATTENDANCE.

Seyrill Allard
Vera Annis
Gladys Adams
Corine Allen
Peter Abrahamson
Leona Bryan
Rose Baumgartner
Mary Bach
John Beslock
Erin Bromley
Jennie Bylsma
Fred Brooks
Blanche Burns
Williard Cilley
Lorena Calkins
Irene Chappelle
Karl Christiansen
Candace Clark
Orin Clark
Ernest Clear
Loren Colwell
Elroy Cooley
Merl Crago
Doris Crary
Hattie DeHammer
Blanche Dennis
Genevieve Dost
Elizabeth Doty

Blanche Dunn
Bernice Driscall
Harold Eisle
Colon Esler
Harold Erwin
Marie Everett
William Frieze
Gladys Ferguson
Olive Foster
Marie Frampgden
Vivian Gass
Laura Gromon
Nora Gregory
William Geizel
Lucile Goodrich
Verzil Goodrich
Mildred Gerow
Lela Gordon
Laura Haslip
Esther Holbrook
Clarence Hotron
Ruth Hoefer
Mary Huelaberg
Helen Hughes
Lloyd Harter
Archie Hilton
Leo Hart
Melbourne Johnson
Rachael Jones
Merwin Jenkijs
Harold Krane
Grave Kinsey
Emil Krxywdzinski
Eva Knight
Joe King
Leroy Kukuk
Mamie Lahti
Isadore LaFavre
William Lake
Ella Lampman
Florence Larsen
Harold Laffingwell
John Marvin
Catherine McCrumb
Faith Maine
Chauncey Marcellus
Grace Matthews
Maris Janette
Mac Murden
Anna Matson
Peter Miller
Lillian Monroe
Dewey Minard
Bernetta Meringe
Richard Nation
Earl Near
Gladys Nichols
Raymond Nichols
Mary Norton
Leonard Parmeter
Gladys Pothoff
Harry Paulson
Mary Pease
Nellie Pance
Beatrice Plant
Dorothy Pond
Howard Porter
Isabel Pratt
Joe Puchinski
Nandino Perlongo
Iva Proseus
Edna Rapelje
Ethel Reams
LaVerne Roberts
Nellie Root
Leroy Rothwell
Frank Ruper
Berl Retting
Edna Roberts
Mary Skojitski
Sarah Sproul
Fred Sevenance
Frieda Sadowski
Robert Scott
George Shampoo
Floyd Simmons
Mylo Shaver
Ned Smith
Blossom Smith
Agnes Smith
Hattie Spitzbergen
Marie Sprengel
John Stark
Howard Steadman
Elsie Stein
Thelma Stoddard
Robert Strong
Denver Sweet
Agnes Sweeny
Velma Spencer
Margaret Sheedlo
Gertrude Timmer

KINDERGARTEN.

Floyd Trowbridge
Floyd Torrey
Gladys Truesdell
Frank Verhey
Reka Vandragt
Frankie Vetrovis
Ina May Walden
Mildred Way
Andy Webb
Gretchen Whitehead
Grace Williams
Jesse Williams
Ben Wood
Lillian Worden
Leoneora Whittend
Lester Williams

NAMES OF CHILDREN NOT IN SCHOOL.

Allegan County—Peter Steffes; Letha Weaver, Albert Antekier; Fred Miller; Jennie Mark; Arthur Esterline; Harley Meyers; Gladys Winchester; Mabel Shayde; Ethel Milish; Nellie Hoover; Lethia Weaver; Lemuel Haskin; Rose Marrow; Fred Esterline; Lorere Calkins; Maggie Nobles; Helen Cook.

Alcona County—Carl Johnson; Don McDonald.

Alpena County—Rugema Whithead; Eugene Tone; Anna Lytle.

Antrim County—Hattie Stizma; Ralph Stratton; Vina Harrington; Blanche Hays; LaVern Barnes.

Arenac County—Blanche Knight; Harvey Valley; Ivah Barnum; Ella Osborn; Millie Trichel; Raymond Bramm.

Baraga County—Eugene Liville.

Barry County—Earl Leibhanson; Blanche Wickham; Edith Leibhanson; Roy Joiman; Prudence Ames; John Harret; Truman Lester Ames; Zetha Hall; Estal Ames; Harold Jaunch; Frances Bulotph.

Bay County—Peter Cody; George Porter; Millie Gilisee; Henry Highstreet; Lilly Speckmore; Ralph Carson.

Benzie County—Phoebé Spooner; Luther Jones; Tommy Clark; Willie Sanford; Alva Brooks; May Hartman; Jessie Sutherland; Roy Spooner.

Berrien County—Jewel Rupel; Gilbert Wooley; Clarence Rough; Arthur Dasse.

Branch County—Steve Ratkoski; Bertha Felkey.

Calhoun County—Golda Connor; Anabell Ansell; Joseph White; Anna Countryman; Almer Cary; Floyd Phillips; Marion Kellogg; Bennie Raymond; Eunice Elliston; Floyd Othm; Harry Smith; Chas. Alexander; Charity Adams; Maude Winter; John Compton.

Cass County—Mildred Lawson; Nettie Roning; Mattie Wagner; Bertha Thomas; Lucille Norton; Cora Bowen; Lloyd Kinser; Clarence Withers; Lewis Person.

Charlevoix County—J. Forest Jones; Corel Nickles; Lois Coon; Gladys Clute; Lizzie Nickles; Fannie Waggoner.

Cheboygan County—Minnie Banault; Virginia Andress; Mable Winnie; Charlie Hyde; Arthur Brossens; Dorothy Pond; Hazel Gaynor.

Chippewa County—Robert Lawson; Wilber Werve; Izola McRae; Edgar Ashman; Eddie Mandoshking; Mnriel Perry; Lucy Guron; Peter Van Stoten; Eva Guron.

Clare County—Iva Hartford; Mina Leanders; Joel Root; Leo Campeau.
Clinton County—Bruce Swaney; Donald Wells; Elda Swaney; Catherine Dutcher.
Crawford County—Minnie Larson; Hazard Gregory; Maude Turk; Merta Turk.
Emmet County—Dewey Barry.
Eaton County—Russel Moll.
Genesee County—Lewis Harrington; Mary Nye; Orma Surbey; Mary Jane Worden.
Gladwin County—Ernest Campbell; Verie Cann.
Grand Traverse County—Bonnie Livingston; Clayton West.
Gratiot County—James Younger; George Smith; Walter Miller; Frank Ledrow; Earl Thayer; Arvil Bolyeat; Eldon Lott; James Hull; Clyde Rockhold.
Gogebic County—Minnie Williams; Wayne Anderson; Tekla Vaara; Chas. Lepista.
Hillsdale County—Vera Hibbs; Olive Taylor; Flore Whisler.
Huron County—Glen Armstrong; Viola Benty; Willie Swaitzendonber; Edna Younglove; Timothy Rogers; Rilla Endersle; Wm. Christie.
Houghton County—Albena Brisson; Henry Forget; Roy Mullen; Florence Trumbley.
Ingham County—Sidney Grayson; Albert Ferry; David Pauls; Blanche Warner; Alfred Hart; Clifton Hileman; Iva Commins; Willie McClower; John Davidson; Harry Cherry; Earl Rouser.
Ionia County—May Reeder; Zeta Sage; Fanny Cutter; Claude Smith.
Iosco County—Bertha Mueller; Eugene Abbott.
Iron County—Tecla Lindwall.
Isabella County—Herbert Smith; Florence Shaner; Benlah Ashton; Delta Stebbins; Clyde Jones; Isaac Spencer; Florence Barker; Ether Cowder; Mattie Wilson; Gerald Smith; Percy Conley; Sherman Slocum; Floyd Hules; Grace Acker; Gladys Peltier; Henry Cable; Neal Keller; Henry Hobel; Morgan Ramson; Will Chard
Jackson County—Carrie Wolfe; Nesley Young; Viola Blair; Ethel LaMore; Robert Hollenbeck; Catherine Jenkins.
Kalkaska County—Ray Keal; Alice Joice; Amy Bilon; Irma Hubble; Dora Becker; Fern Baker.
Kalamazoo County—Tracy Buckmaster; Earl Heath; Jennie Vos; Claude Mastin; Mary Dacom; Carl Thomas; Clifford Atanton; Geo. S. Welo; Lemmel Haskins.
Kent County—Cora Smith; Frank Higby; Hattie Hagaan; Lucile Robbins; Frankie Fairchilds; Florence Van den Brock; Suffel DeHammer; Floyd McCullock; Floyd McAlbough; Edward Gray; Myrtle Pfeifer; Mary Minardo; Fred Weidend; Isabella Vinkenulder; Cora Adriance; Bernie Wood; Fannie Osborn; Henry Thompson.
Lake County—Vernon Thornton; Terrie Cobb; Webb Cornell.
Lapeer County—Earl Heliker.
Leelanau County—Vincent Strank; Harry Recker; Clara Agosa.
Lenawee County—Earl Moore; Anna Kruse; Willie Munson; Harold Tuttle; George Garrison; Ruth Porter; Tennie Phillington; Edna Clark; Winston Eaton; Gusty Bruhn; Velma Johnson.
Livingston County—Ara Vanamburg; Florence Fitch; Frank Wigglesworth; Della Fitch; Hazen Bennett.

Macomb County—Clara Sippel; Arthur Hoop; Clara Knack; Lizzie Kamp; Elsie Weier; Hilda Maas; Otto Weier; Emery Francis; Martha Schneider; Wm. Laturno; Edwin DuBois; Gladys Peltier.

Manistee County—Evalene Simple; Flora Hainer; Olga Bhrens; Teresa Gorse; Alfred Mathews; Huldah Rich; Kate Wrzesinski; Elsworth McClish; Pynka Gardener; Alma Thomas; Rose Chlebranowski; Amy Boulanger.

Marquette County—Ina Roatia; David Bell; Norma Perkins; Dorothy Newton; Arthur Frazier; William Gleason.

Mason County—Catherine Brown; Lorens Johnson; Gertrude Keeler.

Mecosta County—Stella Soper; Flossie Soten; Claude Geasler; John Allen; Stanley Cole.

Menominee County—Clarence Anderson; Teresi Martin; Louis Deyrave; Alden Bergen.

Midland County—Joseph Simons; Albert Ziskie; Clara Moore.

Missaukee County—George Brinks.

Monroe County—Jessie Gerich; Ida Bromia; Laverne Antean; Albert Hagen; Walter Wnadt; Wm. Merritt; Lester Bromia.

Montcalm County—Emma Rader; Ed Wilber; Maud Irvin; Martia Anderson; Cecil Polmenten; Earl Bradley; Blanche Burdick; Bertha Urich; Leona Monks; Don N. Smith; Sarrah Mester; Hazel Anderson; Flossie Blanchard; Fred Brown; Rose Rich; Norman Peabody.

Muskegon County—Hellen Brown; Monroe Pouty.

Newaygo County—Lillian Sherwood; Henry Bradley; Myrl Swetman; Celie Spencer; Nettie Roblins; Gertie Boermon; Annie Sparks; Beard Vandawater; Jannie Bartels; Wilson LaValle; George Shanborn; Gladys LaValle; Gail Enders; Hattie Puff; George Sanders; Clarence Bristol; Clarence Bitley; Bertha Reterstoff.

Oakland County—Cecil Carter; Hilda Fuoman; Douglass Judd; Scott Dunham; George Atkins; Myrtle Dye; Myrtle Redick.

Oceana County—Pearl Sink; Maud Brumley; Maud Stafford; Nettie Makin; Mary Bowers; Hiram Fox; Johnny Pankow; Lee Fisher; Marion Simmons; Mary Bower; Winnie Gilson.

Ogemaw County—Delmon Shattuck; Nettie Fitchett; Adrin Shattuck; Flora Kuhn; George Cottle; Lizzie Detzler.

Osceola County—Hazel Rhodes; May Sleezer; Alfred Blakesley; Pearl Hartman; Florence Bacon; Mary Whitman; Winfred Farrington; Edith Kraft; Lotta Goff; Jennie Berry, Eva Manley; Chas. Parker.

Oscoda County—Maurice A. Rhoads; Fredie Hostetler; Laura Prater.

Otsego County—Laura Prater.

Ottawa County—Henry Walinga; Carl Warber; William Rittenberg; Olive Taylor; Margaret Minnth; Josephine Bareman; Nellie DeWitt; Gerrit Matman; Clyde See; Kate Stam, Francis Walsh; Lena Beeber.

Saginaw County—William Kranss; Earl Arbaugh; Vera Stevenson; Elsie Baker; Harold Gould; Mary Branigan; Frank Borry; Vincent Whelton; John Nolan; Ora Happingstall; Leo Phoenix; Chas. Oliver; Lester Davidson; Bessie Gray; Nellie Church; Arthur Weiss; Barnard Smith; Edward Gay; Lewis Harrison; Olga Miner; Emma Shults.

Sanilac County—Orpha Ferriby; Annie Nicholson; Marie Conlon; Bruce Ludington; George Wagner; Berden Edmund; Violet Echlin;

Hazel Dunningly; Ivory Green; Adolph Meaddaugh; Henry Montgomey; Melinda Martin; Alma Richardson; Ward Barnes; Alice Wedge.

Shiawassee County—Agnes Coe; Altie Drain; Grace Taphouse; Wenona Bussell; Henry Gurdan; Flocy Collard; Niger Lewis.

St. Clair County—Alberta Showler; Mayda Haag; Mabel Sharrard; Laura Maryohn; William Willis; Blanche Christenson; Carry Walker; John Kelly; Alma Bracken; Arthur Thurtle; George Keelyer; Horice Bacon; Henry Sharrow; Pearl Hill; Joseph Sink; Mabel Sharrand; Mary Rennie; Grace Garden; Gilbert McLelland; Charlie Moak; Edith Voise; Hazel Trmigley.

St. Joseph County—Lela Walters; Evelyne Fowler; Donald Stewart; Mina Hibbard; Rose Chrisman; Elsie Jeffery; John Krontze; Earl Stanton; Vera Dowerox; Jay Warner; Arthur Black; Zenus Prestidge; Ethel Bolster; Florence Hall; Falcott Down; Otis Gage; Florence Farr.

Tuscola County—Lottie Mills; Bettie Downing; Charlie Perenre; Clara Downing; Maud Sampholin; Maggie Actesmanffi Ethel McLarty; Ester Hoglestone; May Bellehyser; Mandy Frizzle; Ed. Simmons; Anna Barden; Floyd Warner; Selvester Montrnil.

Van Buren County—Fred Horney; Melvin Goodrich; Annie Lorrenson; Arthur Goodrich; Lena Hitchings; Leo Leonard; Mary Pratz; Doris Denton; Fank Lent; Albet Mopyans; Edwin Johnson; Sylvia Gable; Willie Williams; Milo Getting; William Pethic.

Washtenaw County—Raymond Braun; Ellwood Harrison; Bertha Miller; Albert Bulwer; Harold Torrey; William Barnhardt; Olive Wilson; Eva Pelton; Elsie Feigel; Ruth Hofler.

Wayne County—Matilda Porgentnk; Albert Kerzka; Nora Volmer; Clara Abbott; Cecil Schmitt; John Burenbark; Carl Jule; Forest Cooke; Anna Olaolowsky; Lucinda Wolfram; Helen Gall; Marie Huff; Mable Moore; Ethel Reidy; Thomas Blair; Grace Merril; Marcus Aldrich; Frank Jennings; Evans Lessing; Della MacManns; Hazel Booth; Hattie Millard; Gertrude Carpenter; Stella Fillion; John Hanna; Chandler Wilson; Otto Krysinger; Edna Fergson; Edward Gronlick; Alfred Crosby; Ben Bellas; Henry Gutowski; Sophia Golzica; Fred Berg; Edward Bidagaree; Vern Brigham; Elinor Tapert; Leonard Springborn; Walter Warzynsta; Irene Joly; Herbert Kelland.

Wexford County—Arthur Anderson; Florence Waltz; Mamie Isler; Florence Rotertson; Lottie Bush; Midland Spencer; Margaret Wilson; Chas. Henderson.

STEREOTYPING ROOM.

COURSE OF STUDY.

PRIMARY.

Literary.	Industrial.
Musical.	

—First Year—

Kindergarten.	Chorus I.
Reading.	Bead Work.
Number work.	Rattan.
Writing.	

—Second Year—

Reading.	Chorus II.
Writing and Spelling.	Hammock.
Number work.	Rattan.
English.	Basketry.

—Third Year—

Reading.	Chorus III.
Writing and Spelling.	Braille notation.
Arithmetic.	Hammock.
Geography.	Netting.
English.	Basketry.

—Fourth Year—

Reading.	Braille notation.
Writing and Spelling.	Hammock.
Arithmetic.	Netting.
Geography.	Raffia.
English.	Sewing.
Chorus IV.	Basketry.
Piano.	

INTERMEDIATE.

—Fifth Year—

Reading.	Piano.
Spelling.	Sewing.
Arithmetic.	Broomshop.
Geography.	Sloyd.
English.	Basketry.
Chorus V.	

—Sixth Year—

Reading.
Spelling.
Arithmetic.
Geography.
English.
Chorus V.
Piano.
Violin (el.)
Sewing.
Broomshop.
Sloyd.
Weaving.

—Seventh Year—

Reading.
Spelling.
Arithmetic.
Geography.
English.
Physiology (7 months).
U. S. History (3 months).
Chorus VI.
Piano.
Violin.
Sewing.
Broomshop.
Sloyd.
Weaving.

—Eighth Year—

English.
U. S. History.
Arithmetic.
Grammar.
Spelling.
Chorus VI.
Piano.
Violin.
Sewing.
Broomshop.
Sloyd.
Weaving.
Domestic science.

COMMERCIAL COURSE.

—Ninth Year—

First Semester.
English.
Algebra.
Spelling
Physiography.

Second Semester.
English.
Algebra.
Spelling and Commercial Arith.
Physiography.

—Tenth Year—

Algebra.
English.
Commercial Law.
Medieval History.
English.
Bookkeeping.
Plane Geometry.
Modern History.
Commercial Arith.

GYMNASIUM.

—Eleventh Year—

Rhetoric.	American Literature.
Plane Geometry.	Bookkeeping.
Civics.	Civics.
Typewriting and Com. English.	Typewriting and Com. English.

—Twelfth Year—

Physics.	Commercial Geography.
Typewriting.	Elective.
U. S. History.	U. S. History.
Political Economy.	Political Economy.

HIGH SCHOOL COURSE OF STUDY.

—Ninth Grade—

First Semester.	Second Semester.
Algebra.	Algebra.
English.	English.
Physiology.	General History.
Manual Training (E.)	Manual Training (E.)
Domestic Science.	Domestic Science.

—Tenth Grade—

Algebra.	Algebra.
English.	English.
General History.	General History.
Manual Training (E.)	Manual Training (E.)
Domestic Science.	Domestic Science.

—Eleventh Grade—

American Literature.	Geometry.
Geometry.	Civics.
Physical Geography.	Orothograpy.
Latin (E.)	Latin (E.)
German (E.)	German (E.)
Manual Training (E.)	Manual Training (E.)
Domestic Science.	Domestic Science.
Rhetoric.	

—Twelfth Grade—

English Literature.	Astronomy (E.)
Solid Geometry (E.)	Moral Science (E.)
Physics (E.)	Latin (E.)
Psychology (E.)	German (E.)

Manual Training (E.)
Domestic Science.
English Literature.
English History.
Physics (E.)
Political Economy (E.)
Botany (E.)
Chemistry (E.)
Latin (E.)
German (E.)
Manual Training (E.)
Domestic Science.

OUTLINE OF WORK.

GEOGRAPHY.

GRADE III.

Oral work in geography.
1. Form of earth, points of the compass.
General outline and motions of the earth.

Occupations of the People.

Elementary geographical ideas should be taught in connection with the reading lesson where feasible. (For illustration, see Baldwin III, page 18; river, pool, bank, meadow).

The story of Robinson Crusoe should be used for instruction in elementary geographical ideas, such as ocean, island, caves, tides, etc.

Observation of natural phenomena.

1. Rising and setting of the sun.
2. Sun at noon; its direction and position at noon compared with morning and evening.

Directions—Pointing north, south, etc. Boundaries of school campus. Names and directions of the neighboring streets.

Wind—Which is the coldest side of the building in winter?

Clouds—Elementary lessons. Light and dark clouds. Clouds and rain. Uses of rain.

Seasons—Frost and heat. Christmas and Fourth of July. Trees and the seasons. Animals and the seasons.

Development of geographical ideas—Coasting down hill. Streets and roads. Street cars. Railroads and their use. Boats. Sail boats and steamers.

City and country—Fields, meadows, woods, wheat, corn and cotton; sugar (cane and beet), where it grows.

Man and his work.

Materials used in building our houses, and where they come from. Materials used for food and where they come from. Materials used for clothing.

Fuel.

Occupations—Who builds our houses? Who prepares our food, our

clothes, etc.? The farmer: sowing and reaping. The flour mill. The dairy. The shoemaker's shop. The carpenter shop. The warehouse, etc.

GRADE IV.

Dodge's Elementary Geography to South America.

GRADE V.

Dodge's Elementary Geography completed.
Carpenter's Geographical Readers.

GRADE VI.

Dodge's Advanced Geography to Europe.
Carpenter's Geographical Readers.

GRADE VII.

Dodge's Advanced Geography completed.
Special Geography of Michigan.
Carpenter's Geographical Readers.

COMMERCIAL ARITHMETIC.

Text—Goodyear-Marshall.
Second Semester.

COMMERCIAL LAW.

Text—Hamilton.
First Semester.

BUSINESS ENGLISH.

Text—Belding.
First Semester.

BOOKKEEPING.

Text—C. B. Ellis.
First Semester—Elements of Bookkeeping.
Second Semester—Business Practice and Banking.

COMMERCIAL GEOGRAPHY.

Text—Adams.
Second Semester.

TYPEWRITING.

Text—Fritz-Eldridge.

READING.

We use the alphabetic method in teaching reading. In the first grade a great deal of time is spent in word study and word drills followed by short sentences until pupils recognize a large number of words quickly. After this stories are introduced and the attention directed to thought getting and expression through the reproduction and dramatization of these stories.

GRADE I.

Braille Primer.
Baldwin's First Reader.
Cyr's First Reader.
Krackowizer's First Reader.
Horace Mann Reader. First Book.
Easy Steps For Little Feet.

GRADE II.

Baldwin's Second Reader.
Cyr's Second Reader.
Lights to Literature.
Selected poems are memorized.

GRADE III.

Progressive Course in Reading. Book III.
Child Life.
Selected poems are memorized

GRADE IV.

Davis's Fourth Reader.
Our Common Friends and Foes.
Greek Myths.
History Stories.

GRADE V.

Cyr's Fifth Reader.
Fifty Famous Stories Retold.
History Stories.
Biographies of authors studied.

GRADE VI.

Elson Reader. Book II.

AMERICAN BRAILLE ALPHABET

a b c d e f g h i j k l m

n o p q r s t u v w x y z

To capitalize prefix sign

, ; : . ? ! — ( ) ’ -

1 2 3 4 5 6 7 8 9 0

All characters are formed from different combinations of dots in the full cell.

GRADE VII.

Elson Reader. Book III.
Evangeline.
Courtship of Miles Standish.
Legend of Sleepy Hollow.

SPELLING.

The basis of the work in spelling is Quincey's Word List. A series of graded and well selected exercises for the grades.

Much attention should be and is paid to this very important work in the school, and the above referred to lists are supplemented by words from the reading lessons and from all other available sources.

WRITING.

Writing in Braille constitutes one of the most important subjects taught in this school. By means of it students whose situation might seem so helpless from the standpoint of the ordinary person are enabled to communicate with one another with an ease truly amazing.

The work leads rapidly and easily to the use of the typewriter in which our pupils become very fairly proficient.

ARITHMETIC.

GRADES I AND II.

Work as outlined in State Manual and Course of Study.

GRADE III.

Smith's Primary Arithmetic, Chapter III. To be used as guide.
Multiplication Tables completed.
Written division of numbers of four orders, the divisor being of one order, no remainders.
Halves, thirds, fourths, and fifths are studied.

GRADE IV.

Smith's Primary Arithmetic, Chapter IV. To be used as guide.
Long Division.
Fractions.
Decimal Fractions based on the table of United States currency.
Multiplication and division with three-figure multipliers and divisors.

GRADE V.

Smith's Intermediate Arithmetic Chapter I to bottom of page 142, to be used as a guide.

GRADE VI.

Smith's Intermediate Arithmetic, beginning on page 142 and take all of chapter II as a guide, except ratio and proportion.

GRADE VII.

Smith's Advanced Arithmetic Chapter I serves as a guide for this grade.

GRADE VIII.

Smith's Advanced Arithmetic Chapter II serves as a guide for this grade.

PHYSIOLOGY.

GRADE VII.

Overton's Applied Physiology.

Hygiene forms a great part of the work. The general form and workings of the body are studied. The effect of alcohol and tobacco, the nature and preventives of tuberculosis are especially emphasized.

U. S. HISTORY.

GRADE VII.

The last three months of the year U. S. History is substituted for Physiology. The work is preparatory to eighth grade history and consists of note book work dealing with events that lead to the discovery of America, its early exploration and colonization.

CHAIR CANING.

U. S. HISTORY.

GRADE VIII.

Text—John Fiske's History of the United States.

First Semester.

I. Discovery and Exploration of America by the Spanish, French, English and Dutch.
II. Origin and Growth of the Thirteen Colonies.
III. The Colonial Wars and Results.
IV. Events leading up to the Revolutionary War.
V. The War. The Treaty.
VI. The Beginnings of a New Nation.

Second Semester.

I. The Critical Period.
II. Growth and Development of the New Nation.
III. Events leading up to the Civil War.
IV. The War. Its Results.
V. Reconstruction Period.
VI. Subsequent Development of the Union.

ENGLISH.

GRADE V.

Robbins and Row Language. Part I and II.

Memorizing of poems and retelling of stories form the greater part of the work. Simple rules of composition and form are learned, including letter writing. Original stories and descriptions compose the written work. Short stories are dramatized.

GRADE VI.

Robbins and Row Language. Part III, IV and V.

Fundamentals of grammar are begun in this grade. Debates and drills are given for the purpose of increasing the vocabulary and the power of correct speech. Composition is continued by descriptions, impersonations, and imaginative stories. Memorizing of poems is continued.

GRADE VII.

Robbins and Row Grammar and Composition. Book II.

Technical grammar is studied including sentence structure and con-

struction of the parts of speech. Debates, drills, and book reviews are carried on. Essays, narratives and descriptions are required to develop the power of imagination and reason. Poems are studied and memorized.

GRADE VIII.

Whitney and Lockwood's Grammar.

CIVICS.

Michigan Constitution and the local governments, 10 weeks.
U. S. Civil Government, 10 weeks. Text—Fiske's.

The first part of the semester is given over to the early history of the constitution. The various governmental units are taken up such as the early New England town, the county, shire, and etc. This is followed by detail study of the U. S. Constitution. Michigan Government take up the latter part of the term. Beginning with the earliest settlements the rise and growth of the state is traced up to the present time. The work is aided greatly by daily use of the newspapers following closely the doings of Congress and of the various State and National Committees, officers and etc.

PHYSIOLOGY—SCIENCE.

Physiology—Martin's Human Body.
Physical Geography—Davis' Supp. Saulsbury's.
Political Economy—Walker's Supp. Bullock's.
Psychology—Putnam's.
Moral Science—Fairchild's.

Physics—Carhart and Chute; Mechanics of solids, liquids, heats, electricity, sounds, dynamics. The purpose of the study is to attempt to give the student a general knowledge of such physical facts as may come within his reach. As much laboratory work as possible is carried on. Such machines as the steam engine, gas engine, air pump, force and lift pump, the induction coil, the motor, etc., can be studied to advantage by having take-down models. Quality, rather than quantity of work gone over, is emphasized. The work is broadened somewhat by the use of several texts other than the one used by the pupil. The Scientific American is followed closely for all articles bearing directly on the course.

ALGEBRA.

GRADE IX.

Text—Wentworth's Higher.
First semester—Addition, subtraction, multiplication, and division of polynomials.
Second semester—Factoring, fractions and simple equations.

GRADE X.

First semester—Fractional equations, involution, evolution and simultaneous equations.
Second semester—Ratio and proportion, quadratics.

ENGLISH HISTORY.

Text—Montgomery's Leading Facts of English History.
References—Larned, Ransome.

GENERAL HISTORY.

First semester—To Last Century of Roman Republic.
Second semester—To Modern History.
Third semester—Finish text and bring up to date by using other texts.

LATIN.

—First Year—

Text—Pearson's Essentials of Latin.
First semester—To thirty-sixth lesson.
Second semester—To seventy-first lesson.

—Second Year—

Text Caesar, Allen and Greenough.
First semester—First two books, except the campaign against Ariovistus.
Second semester—Books III and IV.
First twenty lessons Bennett's Latin Grammar.

GERMAN.

—First Year—

Text—Collar's Shorter Eysenbach.
First twenty lessons.
Reader—Gluck Auf, about ninety pages.

—Second Year—

Grammar—Completed.
Reader—Gluck Auf, completed.
Schiller's Wilhelm Tell.
Lessing's Minna von Barnhelm.

GEOMETRY.

Text—Wentworth's Plane and Solid.
First semester—Books I, II.
Second semester—Books III, IV, V.
Solid Geometry—Books VI, VII, VIII.

ENGLISH—HIGH SCHOOL.

GRADE IX.

First semester—Systematic study of Whittier. Biography prepared by class. "Among the Hills," Snow-Bound," and other poems studied. Notes on style with special attention given to elements of style, vocabulary, diction, sentence structure, figures, etc.

Life of Shakespeare. Notes on technique of drama.

Critical study of "Merchant of Venice."

Second semester—Systematic study of Longfellow. "Tales of a Wayside Inn" studied.

Composition work, including character sketches correlated with poem study.

GRADE X.

First semester—Systematic study of Lowell. "The Present Crisis," "Indian Summer Reverie," "Vision of Sir Launfall." "Columbus," critically studied. Notes on different kinds of poetry, scansion, etc.

Second semester—Life of Tennyson. Four selections from "Idylls of

the King," "The Coming of Arthur," "The Holy Grail," "Guinevere," and "The Passing of Arthur," critically studied.

"In Memoriam" studied in regard to development of author's views.

Julius Caesar.

Composition work through the year from Hitchcock and Scott and Denny.

GRADE XI.

First semester—American literature. Text book, Brander Mathews' "Introduction to American Literature."

Illustrative works of each author read in class.

Criticisms of authors given from other texts.

Note book required.

During this year pupils will prepare for assembly rhetoricals, one oration.

Second semester—Rhetoric. Text book, "Composition and Rhetoric," Wm. Williams. Composition work from Scott and Denny correlated with regular text book work.

GRADE XII.

English Literature. Text book, "Introduction to English Literature," Painter. Literature previous to Chaucer studied from notes from Halleck's "History of English Literature."

During this year pupils prepare for assembly rhetoricals and commencement, two orations. Note book required.

DAILY PROGRAM—FIRST SEMESTER.

Teacher.	8:00-8:40.	8:42-9:22.	9:24-10:05.	Recess.	10:25-11:05.	11:07-11:47.	Noon.	1:05-1:45.	1:47-2:25.	2:27-3:00.
Mr. Holmes	Chem									
Wilde	S. II	Phys. Geog	Physics		Alg. X	Alg. IX		Geom		
Loomis	Eng. IX	Phys. IX	Hist. X		S. II	U. S. Hist		Gram		
Wood	Eng. X.	Lat. II	Ger I		Adv. Eng.	Eng. Lit			Am. Lit	
Clancy	Type	Type	Com. Law		Arith. VIII	Type		Type	Com. Eng	
Stratton	Arith. VII	Arith. V	S. II		Arith. V	Read. VI		Read. VII	Arith. VI	
MacLeod	Read. V	Eng. VI	Phys		Eng. VII	Eng. V		Read. IV	S. II	
Beebee	Read. I	W. & S. I	Read. III		Arith. II	S. II		W. & S. II	Arith. III	
Taylor	Dom. Science				Dom. science					
Chase	Arith. IV	S. II	Read. II		W. & S. III	Ungd		Geog. V	Arith. IV	Ungd.
Houser	Geog. III	W. & S. IV	Geog. VI		Geog. VI	Geog. IV		S. II		
Andrews	Read. I	W. & S. I	Arith. I		Kindergarten			Industrial		
Warren	M. T.	M. T.	M. T.		M. T.	M. T.		M. T.	M. T.	M. T.

HAMMOCK SHOP.

MUSIC DEPARTMENT.

Instruction in pianoforte, pipe organ, violin and voice, is based upon private lessons. No two students have the same mental, physical, or artistic ability, and, as the work must be adapted to the individual, each must have personal attention. Harmony, history of music, Braille notation, staff notation and public school music are taught in classes.

BRAILLE NOTATION.

Every pupil who has become independent in the reading of the literary Braille of the third grade, may enter the class in Braille notation, where he is taught to read music understandingly with his fingers. Fundamental music theory is taught and preparation made for regular piano study and practice.

PIANOFORTE.

Study of pianoforte is the basis of all work in music. Piano study should precede the study of any other instrument, voice or tuning. A technical foundation is the first requisite in modern pianoforte playing. This is accomplished by carefully selected exercises and studies designed to bring about mental control of the muscles. At the same time aesthetic development is not neglected. An effort is made to introduce the compositions of the masters as early in the course as possible, so that the pupil may appreciate the best in music. Special attention is given to modern composers.

PIPE ORGAN.

A certain facility at the piano is required of students wishing to qualify for the course in pipe organ. The aim of the department is to enable the students to become competent church organists. A good organ touch, smoothness of style, good taste and individuality in registeration, and training in solo work as well as in accompanying for a choir, are fundamental for such purpose.

During the course a lecture is given on the mechanical construction of the organ. As our organ lacks modern accessories, trips are made to neighboring churches for inspection of different methods of obtaining the necessary supply of air, and the study of the different consoles.

VOICE CULTURE.

All adult pupils whose voices show promise, may, after a year of piano study, receive individual instruction in voice culture. One does not need to be a solo singer to be benefited by voice training. The knowledge of voice culture is a means of broadening the education and deepening the musical sense.

True cultivation of the voice consists in the development of pure tone, and its easy, natural use in singing. By the use of approved methods, we aim to improve and develop the singing voice.

The monthly recitals give special advantage to the pupils in the acquirement of ease and self-confidence—qualities so essential to a singer.

VIOLIN.

After one year of piano study, the pupil may elect violin. Particular attention is paid to the manner of holding the violin and bow, and to the general position of the student.

The mastery of the violin is a task which imposes different difficulties upon each individual pupil. General aptitude, physical characteristics and the general character of the individual so influence progress, that no one method of instruction can be outlined to be followed.

PUBLIC SCHOOL MUSIC.

Chorus work is conducted according to a system adapted to our needs from the best public school methods. Pupils are placed in classes according to their grades in the literary department, and the work is continued throughout the pupil's stay in school, unless he is excused by the faculty.

ENSEMBLE PLAYING.

The study of ensemble playing is important. It is desirable that pianists should be able to play well with other instruments in concerted music. Advanced students are given the opportunity of playing the accompaniments for violinists and singers.

A string quartette has been recently organized and made its first public appearance in November.

Piano duets, trios, duos and quartettes are a feature of recitals and public programs. As two pianos are available for practice, unusual opportunity is given for ensemble work in the piano department.

STAFF NOTATION.

It is not essential to good playing that a person without sight should understand staff notation. The Braille notation, from which our blind children learn their music, has no resemblance whatever to the staff notation of a sighted person. A blind girl or boy may learn to play well without knowing anything about the staff and its notes, but it is best for them to understand staff music in order to teach music to seeing people when they leave school, and in order to take staff music from dictation.

Our system of teaching staff notation gives the student a practical working idea of the music "seeing people." We have tangible apparatus in the form of aluminum characters representing all the characters found on a page of staff music. These can be placed anywhere on the "staff tables," which have parallel lines grooved out to represent the staff.

HARMONY.

To the student of music an accurate knowledge of the laws of harmony and composition is of the greatest importance. He should be able to recognize chords and chord progressions, to identify keys and modulations, and to harmonize melodies. This is essential in order that he

may understand and appreciate, as well as interpret the music that he plays or sings.

MUSICAL HISTORY.

Instruction of the history of music is in the form of lectures, supplemented by Filmore's lessons in "Musical History" published in Braille at this institution. This study traces the rise and development of music and the origin and improvement of musical instruments. The lives of the composers, the influences that shaped their careers, and the value of their contributions to music are carefully considered.

Our new Victrola has been a great aid in the study of the Symphony, Opera and Oratorio.

RECITALS.

Recitals are given by the students to accustom them to public appearance, and as an incentive to diligent application. Each pupil is required to appear in recital once each semester, and in examination at the end of the year. Each month an afternoon programme is given in the study hall by pupils of the first and second grades, and an evening concert in the chapel is presented by advanced pupils. The public is always welcome.

OUTLINE OF MUSIC COURSES.

PIANO.

Grade I.

Selected Finger Exercises.
Foundation Material for Piano, Landon.
Matthews Graded Course of Studies I.
National Graded Course I.
Tapper Graded Course I.
Saratorio I.
Pieces by James H. Rogers, Krogman, Jessie L. Gaynor, Nettie Ellsworth, Hannah Smith, Mrs. Crosby Adams, etc.

Grade II.

Finger Exercises and Scales.
Matthews Grade Course of Studies II.
Gurlitt Course of Studies, Op. 117.
National Grade Course II.
Tapper Graded Course II.
Pedal Studies by Jessie L. Gaynor.
Loeschorn Studies Op. 65 Book I.
Pieces by Englemann, Parlow, Newcomb, Horvath, Gurlitt, Goerdeler, etc.

Grade III.

Scales and arpeggios.
Loeschorn Studies Op. 65 Book II.
Burgmüller Studies Op. 100.
National Graded Course III.
Matthews Graded Course III.
Little Preludes, J. S. Bach.
Clementi Sonatinas.
Kuhlau Sonantinas.
Pieces by Grieg, N. von Wilm, Baumfelder, Bohm, Poldini, Heins, Cramm, Reinecke, etc.

Grade IV.

Two Voiced Inventions Bach.
Matthews Graded Studies IV.
Songs without Words by Mendelssohn.
Heller Op. 46.
Vogt Octave Studies Op. 145.
Pieces by Jungmann, Denee, Godard, Nevin, Grieg, Durand, Schütt, Tours, etc.

Grade V.

Matthews Graded Course V.
Three Voiced Inventions by Bach.
Haydn Sonatas.
Cramer Studies.
Heller Op. 45.
Pieces by Schubert, Dvorak, Schytte, Sinding, Chaminade, Hollaender, Iljinsky, Jadassohn, etc.

Advanced.

Well Tempered Clavichord, Bach.
Mozart Sonatas.
Beethoven Sonatas.
Clementi's Gradus ad Parnassum.
Chopin Etudes.
Pieces by Brahms, Henselt, Moszkowski, Tschaikowsky, Saint-saens, Ole Olson, Schumann, Chopin, Mac Dowell, Rachmaninoff, Sgambati, Rubinstein, etc.

VOICE CULTURE.

Elementary.

Exercises for breath control and tone placement.
Exercises from Panofka's Vocal A. B. C. Method.
A few of the simpler studies from Concones Op. 9.
Simple and melodious songs.
Continued work in tone placement and breath control.
Exercises for technic.
More difficult studies from Concones Op. 9.
Marchesi Op. 15.
Vocalises from Sieber Op. 49 and Op. 96.
Songs of a more difficult nature.

TYPEWRITING.

Advanced.

Continuation of work of preceding grade.
Studies from Concone Op. 12.
Master Pieces of Vocalization, a graded series of vocal studies for all voices selected from the works of Bordese, Bordogni, Concone, Lablache, Lamperti, Marchesi, Nava, Panofka, Panserow, Rubini, Savinelli, Sieber.
Songs from the old masters and best modern composers.

VIOLIN.

Grade I.

Position of violin and bow.
Elementary finger exercises.
Sustained scales in the simpler major keys.
First half of Laoureux Violin Method, Book I.
Easy solos by Cutter, Krogmann, and others.

Grade II.

Scale work.
Second half of Laoureux Method, Book I.
Easy solos by Schill, MacIntyre, and others, and duos by Pleyel.

Grade III.

Major and Minor scales in all keys in rapid tempo.
First Book of Kayser, Elementary and Progressive Studies.
Second Book of Laoureux.
Solos by Hauser, Sitt, Bohm, and others.
Easy trios and quartettes for violins with piano accompaniment.

Grade IV.

Laoureux Studies in fourth and fifth positions.
Fifteen Studies by Dancla Op. 68, and other suitable studies.
Solos and ensemble work.

Advanced Grades.

The work is the same as carried out in the best conservatories of music.

PIPE ORGAN.

Elementary.

Pedal studies, Dudley Buck.
Graded Materials for pipe organ by Rogers.
Trios for organ, Bach.
Study of well known hymns.
Pieces by Rogers, Nevin, Guilmant, Bach, Wely, Huhn.

PUBLIC SCHOOL MUSIC.

First Year.

Rote Songs.
Rhythm work.

Second Year.

Rote Songs.
Some of the rudiments of music.
Exercises for rhythm.

Third Year.

Rote Songs.
Braille notation.
Sight singing.
Ear training.
Key and meter signatures.
Rhythm.

Fourth Year.

Occasional Rote songs.
Sight singing.
Ear training.
Rhythm. Divided beat.
Two part songs.

Fifth and Sixth Years.

Work of fourth year continued along more advanced line.
Three part song.
Minor scales.

Seventh and Eighth Year.

Similar to the fifth and sixth year.
Four part songs and choruses.

Senior Chorus.

Standard Hymns.
Part songs.
Choruses.
Cantatas.

Girl's Glee Club.

A Girls' Glee Club has been organized this year, and sings frequently at banquets, conventions, etc. The best trios and quartettes are used.

Number of pupils in chorus.	Girls.	Boys.	Total.
II	9	4	13
III	7	5	12
IV	4	5	9
V	9	4	13
Senior chorus	13	11	24
Glee club	14	17	31
	19		19
Piano	38	14	52
Voice	9	1	10
Pipe organ	2		2
Violin	8	5	13
Harmony	8		7
History	8		8
Tuning			

DOMESTIC SCIENCE.

Domestic Science is a phase of Manual Training, as referring to affairs of the household, as cooking, sanitation, etc.

The domestic problems are increasing each year. The purchasing power of the dollar is more limited. Many domestic problems may be solved by having the heads of the household women, who understand the value and proper cookery of food. Using meat as an example; the one who does the buying should not only know the different cuts of meat and their relative food values but should know their price per pound. This will enable her to spend the dollar intelligently, for many times inexpensive cuts of meat are just as nutritious and if properly prepared just as palatable.

Proper training in domestic science teaches respect for all duties pertaining to the household, also accuracy, economy, judgment, courtesy, independence, and consideration of others.

The aim of all work in this school is to teach the pupils to be self-reliant. Domestic Science is of the greatest importance in this respect. All girls of the high school are required to take four years of this subject. Two hours of each week are spent in the laboratory for theory and practical work. There are twenty-seven girls in this department.

The first year the class begins the preparatory lessons as measures' abbreviations; a study of carbohydrates, including the buying and serving of vegetables and cereals. They are also taught the care of the kitchen.

The second year they study canning, sterilization, and preservation of food, and pastry, principles and practice of bread-making, fats and oils, deep fat frying, also simple desserts.

The third year the class take up the study of proteids, including the composition, characteristics, uses and proper cooking of eggs, milk, game, fish and meats. Much time is spent discussing economical buying and use of meat in the home.

The last year the class review the work of previous years and study leavens as soda, baking powder, and air; flour mixtures as batters and doughs including muffins, hot breads, various cakes, frozen desserts and invalid cookery.

Laundry work has been introduced, each class having a few lessons each year. This includes washing, ironing, the action of soap on hard and soft water, the removal of stains, etc.

Each year the class gives a breakfast, dinner or luncheon. They learn to plan properly balanced menus, serving, laying the table, care of the silver, and many other things.

The girls are made to feel a sense of their own responsibility in caring for the rooms of this department.

We hope by this course to develop an attitude of hopeful, cheerful interest toward the work of the home.

DOMESTIC ART.

One of the most useful industries taught in this school is sewing. The attitude of the girls toward this work is most encouraging. As yet sewing has not been compulsory, but there are forty-five girls in the department. Every effort is made in the direction of preparing them to best perform the duties of the home, and to compete with seeing people.

The girls should start this work very young as all manual work serves as a training for the formation of right thought and action.

The course includes knitting, crocheting, darning and repairing their clothing, and the use of the sewing-machine. They do a large part of the plain sewing of the school, such as table-cloths, napkins, sheets, pillow-cases, and towels. Plain sewing is the foundation for every kind of needlework and should be thoroughly learned. The more advanced pupils have garment making, doing their own cutting and machine work. Some of them being able to do all their own plain sewing.

We endeavor to develop the sense of the artistic in regard to dress, household decoration, etc. A study of textiles is also included, special attention being given to the buying and selection of materials.

Some of the work of this department is comparatively new this year, but we hope to make better progress in the years to come. Our results in sewing compare very favorably with those of the public schools and we have every reason to believe that in time our high school girls will be able to draft their own patterns by means of a drafting system that has been worked out in other schools of this kind.

Millinery will no doubt be included later on. Some of the girls show a marked degree of ability along this line.

We hope that this course will not only develop an interest in things pertaining to the home, but that some of our girls may find in it a means of earning their livelihood.

INDUSTRIAL TRAINING.

Although a certain amount of literary work is required of all students at the same time they are urged by the faculty to do a certain amount of work in the industrial part of the school program.

This is not the real aim of the school, to turn out highly efficient tradesmen, yet in a few special cases, when marked ability is shown along any line of work, a student may by permission from the Superintendent devote more than the usual amount of time to this branch.

It may be pointed out that even from a purely commercial standpoint, money expended on the education of the blind must be a good investment. Only by education can these people be raised to the level of self-supporting and respected citizens. Without education, it is inevitable that a great part of these must exist on precarious charity. It is not

DOMESTIC SCIENCE.

too much to ask that the State should make itself responsible for the whole educational cost of its various institutions, because in the end if speaking only from the financial standpoint, it will be money ahead.

All blind people are not musical, nor do they all possess the ability of teaching, doing commercial work, private tutoring, etc., consequently the greater per cent of those who are forced to turn to some other line of work in most cases rely upon their hands to gain for them a living. It is for the special benefit of this class of people, and incidentally to as many others as care to avail themselves of the opportunity, that the Board of Control have seen fit to broaden the scope of this particular line of school work. Technical instruction receives careful attention. A more detailed account of these courses follows:

HAMMOCK.

Experience has taught those who have charge of and are in close touch with the work that the blind are as well qualified in this department as anyone.

Both boys and girls make great progress in this work. The work is in charge of the boys' matron. The class occupies a large room in the second story of the trades building. This is a large, well lighted and well ventilated room and well adapted to the work that is carried on in it.

Racks and frames have been provided and permanently installed. The department find no difficulty in finding a ready sale for their finished work, many visitors being attracted by the quality of the work.

RUG WEAVING.

Rug and carpet weaving form a new division of the Industrial Department this year and provides unlimited opportunities for the students that can be accommodated at the work.

We are provided with a good carpet-loom, the entire mechanical process of which the students become thoroughly acquainted with in the course.

For materials with which to work we use all worn out articles in the institution which are cut and sewed by the pupils themselves.

The entire warping up process is followed carefully in beginning the course, after which comes the actual weaving. They are taught to weave carpet by the yard, and also rag rugs for which at present, there is a great demand.

BASKETRY.

This branch of the industrial training was also introduced this year, and proves particularly attractive in its development, to these students.

There are forty students enrolled for the course and all are showing an interesting adaptability for the work which can be so cleverly accomplished without the aid of sight, as some of our students are proving to us already.

The materials used are both reed and raffia. We use more of the reed as the demand is greater for that sort of weaving.

Many different kinds of weaves are learned during the course, start-

ing with the simple forms and progressing to some of the more difficult Indian methods.

Some very clever results have already been obtained in fruit, flower, work and waste baskets.

The pupils are also instructed in the dyeing and shellacing of their products which tend to make them more attractive and increase the sale of them.

THE KINDERGARTEN.

The average number in the Kindergarten for the last two years has been eighteen.

These children are also doing First Grade work, which consists of learning the Braille letters, taking the ones made on the right side of the cell in our slate such as, a-e-t-l and s, forming words with them, then little stories.

Then we use the easy letters made on both sides of the cell such as, r-g-i and o, with harder words and longer stories, and then the other groups which are similar as c-d-f-h-m-n-p-u-j-q-x and z. Then a pupil is ready for Baldwin's First Reader.

We either spell orally or by writing "words" and "stories" on the peg-boards or on our slates. After this class comes Arithmetic; when we count, make numbers, in Braille, which are letters with the number sign before them, and read the Braille numbers, give examples and play store with toy money.

After a twenty minute recess in which the teachers take turns playing with the children on the playground, the children are ready for the Kindergarten work, which consists of games and plays and marching, sewing cards, weaving mats, making chains, folding and using all the gifts used in a seeing kindergarten.

Every month some of the work is placed upon the wall for inspection and later is put in scrap-books which they take home at the end of the year.

In our sand-table we try to illustrate the different holidays.

In the afternoon every other day is devoted to reading or writing and the other days we have Industrial Work; making raffia baskets, raffia frames and weaving on a little loom, wash cloths and doll rugs.

Part of the afternoon is devoted to story-telling, either reading a story and then seeing who can tell it the best, or else telling a story then perhaps reading it over to see how well it has been told.

One condition we meet with in the Kindergarten is due to the fact that children are kept at home too long, thus making them too large for the Kindergarten, but still they need the work. When the parents realize that their children while little must have the same training as seeing children, some of the difficulties will be overcome.

If a child in the first year does the work required, he is doing well.

Last year a little boy entered at the age of six, and at Christmas time I was surprised to receive a booklet from him containing the Braille alphabet, words and stories, his stories were mostly about electricity, so in time we expect to see him an electrician.

This year we have a little Italian boy who is getting our language readily, and is able to read some of the Braille words and write the alphabet and words on the peg-boards and slate.

For this reason the younger the child is sent, the better for them, and better for us.

Respectfully submitted,
EVA S. ANDREWS.

COMMERCIAL DEPARTMENT.

There is no such thing as opportunity for the individual unless he is prepared to meet it. There was never more demand for the self-reliant citizen, the courageous spirit, the trained mind, and the constructive imagination than there is today. To meet these demands for the young people of our school, handicapped as they are, is the greatest problem of our educational work here. To fit the student to go out into the world prepared to not only make a living but to live as well is the task before us.

We may awaken in the person a taste for literature or create an appetite for culture, but to give him an aim, a definite purpose, to teach him to think, to act, to seek opportunities, to become a force instead of a drifter, all these mean efficiency and is a field in which the commercial course aims to do its part.

The Commercial Course in our school covers four years of work and includes the subjects of Typewriting, Bookkeeping, Commercial Law, Commercial Arithmetic, Business English and Spelling, and Commercial Geography. We hope to create so strong a demand for Penmanship that it will find a place on our program another year.

Typewriting is without a doubt the most important subject in our course, being one of the chief avenues of expression for our students. The subject is quite rapidly and easily acquired by energetic and persistent effort, and after the student has mastered the keyboard and a reasonable degree of skill is manifested, much time is devoted to drills in letter forms, letter writing, and business forms. This year we have forty students enrolled in our classes, and as all work in this subject has to be dictated, progress is much slower than if the student had a manual of typewriting at his command. Not only would time and labor be saved, but the individual would get a clearer, better idea of all the forms in our work. No fixed amount of time for completion of the work is established, proficiency being the keynote.

In our work in bookkeeping we use the C. B. Ellis Guide, and the time required for its completion covers two years. The work is carried on much the same as is script, by means of Braille typewriters and slates which take the place of pens, ink, etc. Owing to the slow process of doing the work in braille more time is required. The elements of bookkeeping, forms in business practice, and methods in banking comprise our course which furnishes a knowledge of the underlying principles of business and are of inestimable value to every and any student of our school.

Commercial Arithmetic allowed one semester serves as one of the strongest aids to bookkeeping in its methods of accuracy and drills in accounting, and further strengthens the foundation already laid for thoroughness in all lines of work. Goodyear-Marshall text is used, supplemented by others.

Commercial Law, one of the most popular subjects in the course, also covers a semester of work, using Hamilton's text. Perhaps too great importance cannot be attached to its value for our young people, helping them to gain an insight into the practical and legal applications to our everyday affairs, and the rules governing the conduct of transactions. All these afford not alone a protection but tend to develop judgment and efficiency of thought.

Commercial Geography, another half year subject, supplements and broadens the work of the course by furnishing a fund of sources for information in the expansion of industrial and commercial activities of the world.

The value of saying a thing well, in addition to doing it well, is that one gets credit for his virtue. Business English and Spelling are the essential factors in finishing a work well-begun. We use Belding as our guide. More time might be devoted to this subject in the course than is at present allowed us, greatly to the advantage of the student and the work of the course.

The Commercial Course is comparatively young yet in our school, but we hope to be able to so broaden and make useful the work as to achieve a measure of success.

ASSEMBLY HALL.

SPECIMEN PROGRAM.

Thursday Evening, Dec. 14, 1916, in the Chapel.

Biography of Johann Sebastian Bach.
Lucille Goodrich.

Piano Solo, Prelude in C Sharp — J. S. Bach.
Marie Sprengel.

Violin Solo, Bouree — J. S. Bach.
Gertrude Timmer.

Vocal Solo, Good Night, Sweet Dreams — Bischoff
Ethel Reames.

Piano Solo, Petite Mazurka — Sapellnikoff.
Ina Walden.

Violin Solo, Romance — Jensen.
Lucille Goodrich.

Piano Duet, Military March — Schubert.
Elsie Stein, Isabella Pratt.

Violin Solo, Shepherd's Dance — German.
Buryl Retting.

Organ Solo, Elevation — Guilmant.
Anna Matson.

BIENNIAL REPORT OF THE TUNING DEPARTMENT OF THE MICHIGAN SCHOOL FOR THE BLIND.

Mr. C. E. Holmes.

Dear Sir:—The foregoing report, by in all truth, be merely a reflection of the success that has emphasized this department ever since its establishment in the spring of 1886, at which time it was only the nucleus of the department as it today stands. With a steady and unmistakable growth, the department has been steadily on the upward trend, turning out at intervals such students best qualified to take up the subject of tuning, till the present list of those who have stood the crucial test, will approximate ninety students, and it is safe to say that a large percentage of that number have succeeded in gaining for themselves a degree of helpfulness that is sure to reflect only credit to the State Fathers, who in their generosity have seen the force of their best endeavor to make the blind of Michigan taxpayers, instead of imbursing means toward their support. Occasionally very favorable reports reach our ears as to the success of this or that one, who have entered upon the struggle of life with the best intent to be a supporter rather than a burden to the State.

Since the report of two years ago, the class of tuners under instruction has varied from fourteen to twenty-one. The fluctuation is in the main, due to other pressures brought to bear in other departments, also in progress in the school, but with this fluctuation, there has been no shadow of laxity in their personal interest in the work: on the other hand, out of the acquirement of this, to them, most hopeful among the varied industries now taught in the school, for they seem to see in it, large purposes, and much that to them seems promising. The Manual Training too, is one of the wise steps taken in the development of their powers to handle any sort of tools with that masterly skill so apparent to one at least who purposes to follow the tuner's profession, for it is through the power of rectifying the myriads of little difficulties that frequently arise in the active-principle of the piano action. Through the power of remedying such, lies the greater part of the tuner's reputation, for it is not a difficult matter to any, to discover some of the many difficulties that come to the notice of those owning an instrument, while it is a very small percentage of individuals who are able to analyze the character of a well-tuned instrument, owing to the lack of musical power to judge. But, of course, to a full-fledged tuner, none of these qualities should be missing, and the absence of them is only an unfortunate lack. It is not possible, however, that all who attempt the study of tuning, can be equally brought to the same standard of ability, though no certificate is granted to any.

The Tuning Department has recently been strengthened by the accession of one extra upright piano, and also an important adjunct, the feature that these days is so necessary in the line of acquirement of the art, namely: the introduction of a Player instrument, though of its earliest inception, the Pianola, but in it, is found the chief active-

principle that permeates the present player-piano. Its intricacies are the better understood by an examination of said model, which will prove a great addition. The present department has now on hand, five square pianos, four uprights, two other uprights, on which the student is taught the art of stringing and action-regulating. These in conjunction with the half dozen models, represented by the individual key, gives more clearly the active-principle, more easily distinguished, rather than the unity of a whole action, for thereby, great confusion is obviated. The supply of necessary tools and supplies are ever on hand, to meet the frequent necessay repairs on the number of pianos embraced in the Musical Department, standing at twenty-three serviceable instruments. These as their powers in said department diminish, find their trend toward the Tuning Department, where they are put to their remaining force of endurance.

Respectfully submitted,
AARON C. BLAKESLEE.
Tuning Director.

CATALOG AND PRICES OF BOOKS AND MUSIC PRINTED IN AMERICAN BRAILLE AT THE MICHIGAN SCHOOL FOR THE BLIND.

The prices listed in this catalog are at the approximate rate of one dollar per 100 sheets 12x13½ inches; sheets 9x12 inches at 90 cents per 100, and music at 2 cents per sheet. These prices also include the cost of binding in boards at the rate of 50 cents per volume for the large size, and 40 cents for the small, and pamphlets with heavy manila covers. Any books in our list will be supplied unbound with the price of binding deducted. Orders for printed matter will be filled in their turn according to the time they are received.

Stars before titles indicate that books are printed with contractions.
(S) = 9x12 inches in size. (L) = 12x13½ inches in size.

CLARENCE E. HOLMES, Supt.

Correspondence concerning Braille publications should be addressed to

L. DORR WILDE, Principal,
Michigan School for Blind, Lansing, Mich.

ENGLISH.

					Price
The Progressive Course in Reading—					
Third Book	Geo. I. Aldrich, Alex. Forbes.	(S)	4 Vol.	$	85
Reading by Grades: First Year	James Baldwin	(S)	2 Vol.		1 80
Reading by Grades: Second Year	James Baldwin	(S)	2 Vol.		2 70
*Reading by Grades: Third Year	James Baldwin	(L)	2 Vol.		2 65
*Reading by Grades: Fourth Year	James Baldwin	(L)	2 Vol.		3 55
*Reading by Grades: Fifth Year	James Baldwin	(L)	2 Vol.		3 55
*Supplementary Reading—Selections—					
Grade III	Geo. I. Aldrich, Alex. Forbes.	(S)	Pamphlet		45
*Selections for Paragraph Writing	Miss Henrietta Warren		Pamphlet		40
*Quincy Word List. (May be had in pamphlets if desired)	Parlin	(S)	2 Vol.		3 50
*Elementary Lessons in English	Mrs. Knox-Heath	(S)	1 Vol.		1 45
*Steps in English: Book I	Morrow, McLean, Blaisdell.	(L)	2 Vol.		3 45
*Steps in English: Book II	Morrow, McLean, Blaisdell.	(L)	5 Vol.		8 50
*English Grammar	Whitney and Lockwood	(L)	4 Vol.		6 35
Lights to Literature	Sprague	(S)	2 Vol.		3 15
*Questions on American Literature	Mathews		Pamphlet.		35
*Chron. Outline of English and American Literature	Brooke	(L)	1 Vol.		1 00
*Topics on English Literature—List of Questions					05
*Introduction to English Literature	Painter	(L)	7 Vol.	12	50
Supplementary Reading for Beginners	Harkness	(S)	Pamphlet.		15
*Composition and Rhetoric	William Williams	(L)	5 Vol.	7	95
Horace Mann Reader: First Year	Henry and Hix	(S)	2 Vol.	2	15
*Elson Grammar School Reader: Book II	Elson and Keck	(L)	5 Vol.	7	40

MATHEMATICS.

					Price
*Slate Problems in Arithmetic Book I: Grade VI.	Hall	(S)	1 Vol.	$1	25
*Werner Arithmetic: Book II; Part I and II	Hall	(L)	2 Vol.	3	25
*Mental Arithmetic	Dubbs	(S)	4 Vol.	6	50
Primary Arithemtic	David Eugene Smith	(S)	8 Vol.	9	70
Intermediate Arithmetic	David Eugene Smith	(L)	5 Vol.	7	60
*Advanced Arithmetic	David Eugene Smith	(L)	4 Vol.	6	85
Multiplication Tables					05
*New Plane Geometry (with figures)	G. A. Wentworth	(L)	4 Vol.	6	75
*New Solid Geometry	G. A. Wentworth	(L)	3 Vol.	4	45

HISTORY AND CIVIL GOVERNMENT.

					Price
*United States History	Fiske	(L)	7 Vol.	$10	90
*Supplement to Meyers' General History	Meyers	(L)	1 Vol.	1	05
*Civil Government of Michigan	King	(L)	1 Vol.	1	75
*Constitution of Michigan, 1850		(S)	1 Vol.	1	25
*Constitution of Michigan, 1908		(L)	1 Vol.	1	25
*The Government of Michigan	Larzelere	(L)	1 Vol.	1	45

GEOGRAPHY.

					Price
*Geographical Reader (North America)	Carpenter	(L)	3 Vol.	$5	10
*Physical Geography	Davis	(L)	3 Vol.	5	35
Maps of hemispheres, grand divisions, England, United States, and groups of states each					02

COMMERCIAL ROOM.

POETRY.

				Price
*Selected Poems	Whittier	(S)	1 Vol.	$1 30
Selected Poems	Whittier		Pamphlet.	20
*Selected Poems	Van Dyke		Pamphlet.	40
*The Courtship of Miles Standish	Longfellow	(L)	1 Vol.	1 50
*Tales of a Wayside Inn	Longfellow	(L)	3 Vol.	4 90
*Idylls of the King	Tennyson	(L)	1 Vol.	1 80
*In Memoriam	Tennyson	(L)	1 Vol.	1 85
*Vision of Sir Launfal	Lowell		Pamphlet.	35
*Arbor Day Songs			Pamphlet.	05

MISCELLANEOUS.

				Price
*Prose and Verse (selected)		(S)	1 Vol.	$1 00
*Essentials of Latin	Pearson	(L)	6 Vol.	9 25
*Elementary Psychology	Putman	(L)	3 Vol.	4 55
*Elements of Physics	Carhart and Chute	(L)	4 Vol.	6 10
*Political Economy	Walker	(L)	4 Vol.	6 60
*Boston Cook Book	Mrs. Lincoln	(L)	3 Vol.	4 25
*Book of Psalms (King James' Version)		(L)	2 Vol.	3 60
*Corinthians I. Chapter 13. (King James' Version)			Pamphlet.	02
*The General Epistle of James (King James' Version)			Pamphlet.	15
*Psalm XCVIII			Pamphlet.	02
*Christian Endeavor Pledge			Pamphlet.	01
*Progress of Science During Past Century	Williams	(L)	1 Vol.	2 00
Melody; A Story of a Child	Laura E. Richards	(S)	2 Vol.	2 75
*Practical Bookkeeping	Ellis	(L)	5 Vol.	7 65
*Vocabulary to Schiller's Wilhelm Tell	Carruth	(L)	2 Vol.	2 75
*Key to American Braille System and Diacritical Markings	Bangs		Pamphlet.	20
Easy Way to Learn the Braille System	Andrews		Pamphlet.	05
*Song of Our Syrian Guest	Knight		Pamphlet.	15
*Child Life in China	Hall		Pamphlet.	10
*The Game of Chess			Pamphlet.	20
*Selections from Patrick Henry's Speeches			Pamphlet.	20
*Sketches of Longfellow			Pamphlet.	05
Alphabet and Key to Braille System, per 100 sheets				60
*Vocabulary to Caesar's Gallic War	Kelsey	(L)	3 Vol.	5 10
*Phonology and Orthoepy	Salsbury	(L)	1 Vol.	1 30
*Practical Law	Hamilton	(L)	2 Vol.	4 00

MUSIC PRINTED IN BRAILLE NOTATION.

Two cents per sheet.

PIANO SOLOS.

Composer.	Title.	Publisher.	No. Pages.
Aletter, W.	Bohemian Song.	(B. F. Wood)	2
Behr, F.	Little Hungarian Melody.	(Theo. Presser)	2
Blakeslee, A. C.	Crystal Fountain Waltz, Op. 25.	(Geo. Molineaux)	1
	Brookside Reverie, Op. 2.	(Ryder Music Pub. Co.)	3
	Dance Rustique, Op. 23.	(Ms.)	
	Violet Waltz, Op. 19.	(Ryder Music Pub. Co.)	3
	May Party Dance, Op. 9.	(Ryder Music Pub. Co.)	2
	Saltarello,	(Ms.)	6
	Valse Fleur-de-lis, Op. 26.	(Ms.)	4
Bohm, C.	Song of the Swallow, Op. 270.	(Kunkel Bros.)	7

Composer.	Title.	Publisher	No. Pages.
Gurlitt, C.	Galop Burlesque, Op. 12, No. 6.	(Theo. Presser)	3
	The Gay Peasant, Valse, Op. 216, No. 6.	(Theo. Presser)	2
	Wanderlied, Op. 173, No. 3.	(G. Schirmer)	5
	The Fair (Kirmess), Op. 101, No. 8.	(Augener Edition)	2
Heller, St.	Slumber Song, Op. 81, No. 15.	(Theo. Presser)	4
Heins, C.	The Cuckoo Clock, Op. 224.	(From "The Musician")	3
Kavanagh, I.	Minuetto, Op. 12, No. 2.	(Theo. Presser)	3
Ketterer, E.	Saltarelle, Op. 266.	(Schott & Co., London)	6
Kirchner, Th.	Album Leaf, Op. 7, No. 2.	(Theo. Presser)	3
Kreutzer, Ed.	Birthday Waltz, Op. 7, No. 1.	(Theo. Presser)	2
Lichner, H.	Esperance (Hope) Nocturne.	(G. Schirmer)	5
Lynes, F.	Scherzino, Op. 9, No. 4.	(A. P. Schmidt)	3
Lysberg, Ch.	La Baladine, Op. 51.	(Ditson Co.)	7
Meacham.	Hyacinth March.	(Geo. Molineaux)	3
Morley, Chas.	Priere a la Madeone, Op. 83.	(A. P. Schmidt)	3
Perry, E. B.	Die Lorelei.	(Theo. Presser)	7
Saint-Saens, C.	Rhapsodie d'Auvergne, Op. 73.	(Kunkel Bros.)	18
Schumann, R.	Jagerliedchen (Hunting Song), Op. 68, No. 7.	(Litolff Ed.)	2
Sidus, C.	Little Buttercup (Rondo), Op. 80.	(Kunkel Bros.)	3
Smith, W. G	The Babbling Brook, Op. 28, No. 3.	(Theo. Presser)	3
Streabbog, L.	Le Coucou.	(G. Schirmer)	2
Strelezki, A.	Birds in the Forest.	(Detroit Music Co.)	2
Zeisberg, F.	Bagatelle.	(Presser)	3

PIANO DUETS, FOUR HANDS.

Deshayes, E.	King of the Carnival, Polka March.	(Theo. Presser)	8
Eilenberg, R.	The Mill in the Black Forest, Op. 52.	(National Music Co.)	9
Ferrati, E.	Light of Heart.	(O. Ditson Co.)	5
Gottschalk, L.	Radieuse, Grand Valse de Concert.	(O. Ditson Co.)	14
Kuhlau, F.	Sonatina, Op. 44, No. 3.	(Peters Ed.)	19
Ringuet, L.	Valse Venitienne, Op. 41.	(Theo. Presser)	8
	LeCarillon, Polka Brillante, Op. 19.	(Theo. Presser)	5
Schubert, F.	Military March, Op. 51, No. 1.	(From "The Etude")	6

PIANO TRIO: SIX HANDS.

Gurlitt, C.	Hausaremmarch.	(Theo. Presser)	6

TWO PIANOS: FOUR HANDS.

Rubinstein, A.	Melody in F.	(Theo. Presser)	6

PIANOFORTE STUDIES.

Cramer, J. B.	Nos. 1, 2, 3, 4, from "Fifty Selected Studies."	(Oliver Ditson Co.)	15
Kullak, Th.	Octave Study, No. 1, Op. 48.	(Ditson Co.)	4
	Octave Study, No. 2, Op. 48.	(Ditson Co.)	5
	Octave Study, No. 3, Op. 48.	(Ditson Co.)	2
Loeschhorn, A.	Studies for the Piano, Op. 65, Bk. 1.	(John Church Co.)	22
Mathews, W. S. B.	Standard Graded Course of Studies, Grade I.	(Theo. Presser)	124
	Standard Graded Course of Studies, Grade II.	(Theo. Presser)	115

(Note: Grades I and II include Introduction and Supplement in the number of pages listed above and may be had without either, leaving Grade I with 58 pp. and Grade II with 58 pp. They are from the Staff Edition of 1906.)

	Standard Graded Course of Studies III. Edition of 1901.	(Theo. Presser)	33
Whitcomb-Fenn.	The Whitcomb-Fenn System of Piano Technic for Junior Grades	(John Church Co.)	20
Gurlitt, C.	First Lessons for the Piano.	(B. F. Wood)	$0 50

VOCAL SOLOS.

Composer.	Title. Publisher.	No. Pages
Bartlette, J. C.	The Day Is Ended (with Violin Obligato), Low Voice. (Oliver Ditson Co.)	7
Buck, Dudley.	Spring Song, Op. 76, No. 2. (Alto or Bar.) (G. Schirmer)	8
	The Sunset's Smile Had Left the Sky. (Mex. Sop.) (G. Schirmer)	5
	Storm and Sunshine. (Alto or Bar.). (G. Schirmer)	8
Bond, C. J.	Just A-Wearyin' for You. (High Voice). (C. Jacobs-Bond & Son).	5
Chattaway, T.	When the Lilies of the Valley Bloom Again. (Howley, Haviland & Presser)	6
Cowen, F. C.	Snow Flakes. (Mez.-Sop. or Bar.). (Oliver Ditson Co.)	2
Greely, P.	Come to the Land of Rest. (Contralto or Bass). (L. H. Ross & Co.)	8
Hawley, C. B.	I Long for You. (Medium Voice). (Theo. Presser)	4
	One Again. (Bass).. (G. Schirmer)	2
	Good Night. (Mezzo-Sop.). (G. Schirmer)	2
Lloyd, C. F.	The Way of Peace. (Medium Voice). (W. Morley & Co.)	9
Marston, G. W.	My God and Father, While I Stray. (Alto or Bas.) (A. P. Schmidt).	3
Needham, A. A.	Husheen. (Medium Voice). (Boosey & Co.)	9
Roberts, C. N.	Indian Cradle Song. (Contralto or Bar.). (Ms.)	6
Saint-Saens, C.	My Heart At Thy Sweet Voice. (Sop.). (G. Schirmer)	10
Tosti, F. P.	Could I. (Sop. or Ten.). (O. Ditson Co.)	6
Wood, Mary K.	On Land or Sea. (Low Voice). (Oliver Ditson)	5
Krogmann, C. W.	Two Little Honey Bees. (B. F. Wood)	6

VOCAL STUDIES.

Concone, J.	Fifty Lessons for Medium Voice, Op. 9. (John Church Co.)	30
Aiken, W. H.	Melody Studies for Primary Gds. (Am. Book Co.)	$0 35

HYMNS.

O Praise Our God Today (Carr.) W. H. Monk. Music in score form. With words.	3
Praise Ye Jehovah (Jehovah Worship) E. J. Hopkins. Music in score form. With words	3
I Know That My Redeemer Lives (Bradford Messiah) F. Handel. Music in score form. With words	3
Christmas Song (Cantique de Noel) A. Adam. Music in score form. With words	6
Jesus, Lover of My Soul (Martyn) S. B. Marsh. Music in score form. Without words	1
Blest Be the Tie That Binds (Dennis) Nageli. Music in score form. Without words	1
Nearer My God, To Thee (Bethany) L. Mason. Music in score form. Without words	1
Jesus Shall Reign (Duke St.) J. Hatten. Music in score form. Without words	1
Hark, the Herald Angels Sing. Mendelssohn-Cummings. Not in score. With words	3
America. Not in score form. Without words	1

VIOLIN.

David, F., David's Violin School. (Oliver Ditson)	39
Schradieck, H., Technical Studies for the Violin, Vol. I. (The John Church Co.)	36
Technical Studies for the Violin, Vols. II and II. (The John Church Co.)	42
Singelie, J. B., William Tell (Fantasia) Op. 111. (O. Ditson)	15
Laoureux, Practical Method for Violin. (J. Schirmer)	$2 25

MISCELLANEOUS.

	Price
An Analysis of Rubinstein's Kamennoi-Ostrow, Op. 10, No. 22, by Edward B. Perry. From "The Musician" of Aug., 1900	$0 10
Braille Musical Notation, as arranged by the International Musical Commission of 1888	45
An Outline of Musical Form, by W. S. B. Mathews, published by O. Ditson	1 25
Pronouncing Dictionary of Musical Terms, by H. A. Clarke, published by T. Presser, 3 Vol	5 35
Charlott's Day (Test of Musical Terms)	4
Graded Materials for the Pipe Organ, by James H. Rogers, published by T. Presse, 3 Vols	1 00
One Hundred Pedal Etudes for the Pipe Organ, by Wm. Horatio Clarke, published by E. F. Clarke & Co	50

MICHIGAN HERALD FOR THE BLIND.

We are publishing a Braille periodical monthly except July and August. Price 25cts per year.

Address all correspondence in regard to periodical to—

FRANK L. GOODRICH, Corresponding Secretary.

School for Blind.

PRINTING ROOM.

TREASURER'S REPORT.

1914.	Treasurer's report.	Dr.	Cr.
July 1	Balance	$6,166 05	
July 24	Cash from State Treasurer—Current expense	5,528 50	
July 14	Cash from State Treasurer—Girls' dormitory	3,000 00	
Aug. 31	Cash from sundry sales	43 43	
Sept. 11	Cash from State Treasurer,—Current expense	5,528 50	
Sept. 28	Cash from sundry sales	260 27	
Sept. 26	Cash from State Treasurer—Appro. for stock	600 00	
Sept. 26	Cash from State Treasurer—Chickens and building	750 00	
Sept. 26	Cash from State Treasurer—Girls' dormitory	5,457 25	
Oct. 31	Cash from State Treasurer—Current Expense	5,528 50	
Oct. 31	Cash from sundry sales	64 74	
Nov. 30	Cash from sundry sales	345 05	
Nov. 30	Cash from State Treasurer	5,528 50	
Dec. 17	Cash from State Treasurer	5,528 50	
Dec. 31	Cash from sundry sales	56 30	
1915.			
Jan. 0	State Treasurer	5,528 50	
Jan. 30	Cash from sundry sales	46 57	
Feb. 28	Cash from State Treasurer	5,528 50	
Feb. 28	Cash from sundry sales	119 14	
Mar. 31	Cash from sundry sales	115 65	
Mar. 12	Cash from State Treasurer	5,528 50	
April 30	Cash from State Treasurer	5,528 50	
April 30	Cash from sundry sales	109 06	
May 31	Cash from sundry sales	73 57	
May 31	Cash from State Treasurer	5,528 50	
June 30	Cash from State Treasurer—Insurance refund	1,227 08	
June 30	Cash from State Treasurer—County charges	1,408 09	
June 30	Cash from sundry sales	42 40	
1914.			
July 31	Cash dishursed—Current expense, present year		$1,871 01
July 31	Cash dishursed—Current expense, former year		1,118 01
July 31	Cash dishursed—Special		3,735 47
Aug. 31	Cash disbursed—Current expense		4,584 27
Aug. 31	Cash disbursed—Special		3,567 05
Sept. 30	Cash disbursed—Special		1,567 52
Sept. 30	Cash disbursed—Current expense		5,720 75
Oct. 31	Cash disbursed—Current expense, present year		6,490 86
Oct. 31	Cash disbursed—Current expense, former year		101 43
Oct. 31	Cash disbursed—Special		430 75
Nov. 30	Cash disbursed—Special		268 26
Nov. 30	Cash disbursed—Current expense		4,740 58
Dec. 31	Cash disbursed—Current expense		5,645 45
1915.			
Jan. 30	Cash disbursed—Current expense		6,112 15
Jan. 30	Cash disbursed—Special		350 88
Feb. 28	Cash disbursed—Current expense		5,193 99
Mar. 31	Cash disbursed—Current expense		5,212 29
Mar. 31	Cash disbursed—Special		112 57
April 30	Cash dishursed—Special		210 68
April 30	Cash disbursed—Current expense		4,966 94
May 31	Cash disbursed—Current expense		4,906 84
May 31	Cash disbursed—Special		33 52
June 25	Cash disbursed—Special		27 81
June 25	Cash disbursed—Current expense		4,863 71
	Balance		3,336 86
	Total	$75,169 65	$75,169 65

1915.	Treasurer's report.	Dr.	Cr.
July 1	Balance	$3,336 86	
July 31	Cash from State Treasurer	5,700 00	
July 31	Cash from State Treasurer—Furniture	2,800 00	
Sept. 30	Cash from State Treasurer	5,700 00	
Sept. 30	Cash from State Treasurer	7,500 00	
Sept. 30	Cash from sundry sales	98 42	
Aug. 31	Cash from sundry sales	249 57	
Aug. 31	Cash from State Treasurer—Special	20,000 00	
Oct. 22	Cash from State Treasurer—Current expense	3,900 00	
Oct. 30	Cash from sundry sales	229 80	
Nov. 30	Cash from sundry sales	97 88	
Dec. 30	Cash from sundry sales	109 83	
Jan. 31	Cash from State Treasurer—Current expense	11,400 00	
Jan. 31	Cash from State Treasurer—Special appropriation	20,000 00	
Jan. 31	Cash from State Treasurer—Special appropriation	500 00	
Jan. 31	Cash from sundry sales	57 95	
Feb. 29	Cash from sundry sales	160 52	
Feb. 29	Cash from State Treasurer—Current Expense	5,700 00	
Mar. 30	Cash from sundry sales	74 57	
Mar. 30	Cash from refund	258 61	
Mar. 30	Cash from State Treasurer—Current expense	11,400 00	
April 30	Cash from sundry sales	141 00	
April 30	Cash from State Treasurer—Industrial training	1,000 00	
May 31	Cash from State Treasurer—Current expense	5,700 00	
May 31	Cash from sundry sales	197 96	
June 30	Cash from sundry sales	125 79	
June 30	Cash from State Treasurer—Current expense	20,000 00	
June 30	Cash from State Treasurer—County charges	1,394 13	
1915.			
July 31	Cash disbursed—Current expense		$4,753 85
July 31	Cash disbursed—Special appropriation		1,052 79
Aug. 31	Cash disbursed—Current expense		3,609 34
Aug. 31	Cash disbursed—Special expense		2,132 45
Sept. 30	Cash disbursed—Special expense		5,124 22
Sept. 30	Cash disbursed—Special appropriation		6,060 50
Oct. 31	Cash disbursed—Special appropriation		6,299 83
Oct. 31	Cash disbursed—Current expense		5,056 08
Nov. 30	Cash disbursed—Current expense		5,275 58
Nov. 30	Cash disbursed—Special appropriation		8,984 66
Dec. 31	Cash disbursed—Current expense		2,930 00
Jan. 31	Cash disbursed—Current expense		8,634 19
Jan. 31	Cash disbursed—Special appropriation		3,040 84
Feb. 29	Cash disbursed—Special appropriation		4,423 25
Feb. 29	Cash disbursed—Current expense		6,475 50
Mar. 30	Cash disbursed—Current expense		5,512 52
Mar. 30	Cash disbursed—Special appropriation		2,047 01
April 30	Cash disbursed—Special appropriation		150 08
April 30	Cash disbursed—Current expense		4,499 00
May 31	Cash disbursed—Current expense		4,276 26
May 31	Cash disbursed—Special appropriation		5,147 37
June 30	Cash disbursed—Special appropriation		4,851 00
June 30	Cash disbursed—Current expense		4,665 89
	Balance		22,830 68
	Total	$127,832 89	$127,832 89

SUMMARY OF INVENTORY.

June 30, 1916.

Lands and buildings	$249,850 00
Heating, lighting & Water apparatus	12,906 00
Live stock	1,290 00
Miscellaneous	226 00
Tools—engine house	40 00
Fuel	315 00
Tools and implements	132 70
Wagons and carriages	318 75
Gymnasium and physical apparatus	384 81
Music department	5,344 20
School furniture	468 50
Consultation room and library	5,886 00
Library—ink print	1,835 00
Office—school building	399 00
Chapel	196 50
Printing office	11,171 45
Commercial department	526 46
Kindergarten Department	249 62
Laboratory	249 45
Industrial training—manual training	331 41
Industrial training—domestic	239 24
Industrial training—hammock	61 20
Industrial training—weaving	105 00
Industrial training—broom shop	391 66
General furniture	1,986 25
Cottage furniture	946 02
Dormitory—small boys	820 35
Dormitory—large girls	1,057 85
Dormitory—north wing	881 60
Dormitory—south wing	624 72
Sewing room—Elm Hall	51 00
Sewing room—south wing	107 96
Sewing room—north wing	71 10
Hospital	399 64
Drugs and supplies—dispensary	53 96
Office furniture—books, etc	301 67
Laundry	465 78
General storeroom	451 26
Linen storeroom	471 55
Linen and bedding—officers and employes	788 55
Dining rooms—pupils, officers, employes	1,220 80
Kitchen	420 50
Bake shop	303 05
Pastry room	98 89
Total	$304,440 45

SPECIAL APPROPRIATIONS NEEDED.

There is given below the aggregate of each; the details and items required by section 2228, Compiled Laws of 1897, we submit on accompanying sheets.

Remodeling South Wing	$70,000 00
Repairs to Kitchen, Dining Room and Chapel	10,000 00
Fence	2,000 00
Furniture	2,500 00

The necessity for remodeling the South Wing is equally as great as was the case with the Center and the North Wing. The entire main building will then be fire proof.

The repairs to the kitchen, dining room and Chapel (all under one roof), must be made if the building is to be preserved and made large enough. The dining room is already so overtaxed that a makeshift has to be provided for about forty girls in one of the separate dormitories. While the Chapel just nicely accommodates the school, not furnishing accommodations for public entertainments.

The boundaries of the campus must be fenced if the trees, shrubs and grass plots are to be kept from being run over and destroyed.

The item for furniture is for the North Wing.

CLARENCE E. HOLMES, Sup't.

MANUAL TRAINING.

INSTRUCTIONS FOR THE BLIND IN THE UNITED STATES.

Corrected July 1, 1912. [Complete].

State.	Place.	Name.	Superintendent.
Alabama	Talladega	Institution for the Deaf, Dumb and the Blind	J. H. Johnson.
	Talladega	Alabama School for the Blind	F. H. Manning.
	Talladega	School for the Negro Deaf Mutes and Blind	J. S. Graves.
Arkansas	Little Rock	School for the Blind	S. D. Lucas.
California	Berkeley	Institution for the Education of the Deaf and Dumb and the Blind	Douglas Keith.
Colorado	Colorado Springs	School for the Deaf and the Blind	W. K. Argo.
Connecticut	Hartford	Connecticut School for the Blind	George A. Marshall.
Florida	St. Augustine	Institution for the Deaf and the Blind	A. H. Walker.
Georgia	Macon	Academy for the Blind	G. F. Oliphant.
Idaho	Boise	Institution for Blind	Paul Martin.
Illinois	Jacksonville	Institution for the Education of the Blind	G. W. Jones.
Indiana	Indianapolis	Institute for the Education of the Blind	George S. Wilson.
Iowa	Vinton	College for the Blind	George D. Eaton.
Kansas	Kansas City	Institution for the Education of the Blind	W. B. Hall.
Kentucky	Louisville	Institution for the Education of the Blind	B. B. Huntoon.
Louisiana	Baton Rouge	Institution for the Blind	W. W. Bynum.
Maryland	Baltimore	School for the Blind	John F. Bledsoe.
	Baltimore	School for the Colored Blind and Deaf Mutes	John F. Bledsoe.
Massachusetts	Boston	Perkins Institution and Massachusetts School for the Blind	Edward E. Allen.
Michigan	Lansing	School for the Blind	Clarence E. Holmes.
Minnesota	Faribault	School for the Blind	J. J. Dow.
Mississippi	Jackson	Institute for the Blind	W. S. Simms, M. D.
Missouri	St. Louis	School for the Blind	S. M. Green.
Montana	Boulder	School for the Deaf and Blind	L. E. Milligan.
Nebraska	Nebraska City	Institution for the Blind	R. C. King.
New Mexico	Alamogordo	Institution for Blind	R. R. Pratt.
New York	Batavia	State School for the Blind	C. A. Hamilton.
	New York City	Institution for the Blind	Everett B. Tewksbury.
North Carolina	Raleigh	Institution for the Deaf and Dumb and the Blind	John E. Ray.
North Dakota	Bathgate	North Dakota School for the Blind	B. P. Chapple.
Ohio	Columbus	Institution for the Education of the Blind	Chas. Campbell.
Oklahoma	Fort Gibson	Institution for the Blind	O. W. Stewart.
Oregon	Salem	Institution for the Blind	E. T. Moores.
Pennsylvania	Philadelphia	Institution for the Instruction of the Blind	O. H. Burritt.
	Pittsburg	Western Pennsylvania Institution for the Blind	T. S. McAloney.
South Carolina	Cedar Springs	South Carolina Institution for the Education of the Deaf and Blind	N. F. Walker.
South Dakota	Gary	School for the Blind	Lelia M. Curl.
Tennessee	Nashville	School for the Blind	J. V. Armstrong.
Texas	Austin	Institution for the Blind	J. H. Gillespie.
	Austin	Institution for Deaf and Dumb and Blind Colored Youth	H. S. Thompson.
Utah	Ogden	University of Utah (Department for Blind)	F. M. Driggs.
Virginia	Staunton	Institution for the Education of the Deaf and Dumb and Blind	W. A. Bowles.
	Newport News	School for Colored Deaf and Blind Children	William C. Ritter.
Washington	Vancouver	School for the Defective Youth	George H. Mullen.
West Virginia	Romney	School for the Deaf and the Blind	R. Carey Montague.
Wisconsin	Janesville	School for the Blind	J. T. Brown.